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THE UNIVERSITY OF ALBERTA

SURVEY OF CHILD CARE ARRANGEMENTS  
IN EDMONTON

by



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A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES  
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THE UNIVERSITY OF ALBERTA  
FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled, "SURVEY OF CHILD CARE ARRANGEMENTS IN EDMONTON", submitted by Freida Amelia Hjartarson in partial fulfillment of the requirements for the degree of Master of Education.

Date: June 22, 1971







This study is dedicated to my parents.





## ABSTRACT

Five hundred twenty-five Edmonton mothers were questioned about the arrangements they made during the day for their preschool children. The study was interested in determining why mothers were using child care arrangements outside of their homes and where mothers were making their arrangements. The city was subdivided into nine geographic zones. Results were sorted and analyzed with respect to the residence of the respondent. The information secured was tabulated on frequency tables.

Results indicate that a high percentage of mothers (57.5%) secure child care arrangements for other than economic considerations: frequently it is to free themselves from the home for shopping and volunteer work. Mothers (49.1%) choose to involve their preschool children in educational programs as opposed to arrangements the principle goal of which is simply to provide custodial care. Results also indicate that mothers seek supplementary child care to extend and complement the experiences the child has at home during his early years. Edmonton mothers use 14 kinds of care arrangements. Of the different kinds of arrangements made by mothers for their children 1.4% are in day care centers, 6.38% in kindergartens, .70% in nurseries, 2.20% in nursery school, 1.50% in bowling alleys, .07% at Glenrose Hospital, 24.40% with baby-sitters, 2.80% in curling clubs, 35.50% in playschools, .10% general recreational programs, .14% in library preschool programs, .07% in Mother's Day Out programs, .24% at the YWCA/YMCA. The most common arrangements made for children were playschools, baby-sitting, and Public and Separate Schools. The times of the day during which





child care arrangements are not easily made extend from 8:00 a.m. - 10:00 a.m., 12 noon - 2:00 p.m. and from 4:00 p.m. - 6:00 p.m. Mothers throughout the city use care arrangements in recreational settings such as bowling alleys and curling clubs.

The average cost per month for child care is \$43.51 per family. Four point five percent of care facilities are subsidized by public funds.





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## CHAPTER I

### INTRODUCTION

Children used to be brought up by their parents.

It may seem presumptuous to put that statement in the past tense. Yet it belongs in the past. Why? Because defacto responsibility for upbringing has shifted away from the family to other settings in the society where the task is not always recognized or accepted. While the family still has the primary moral and legal responsibility for developing character in children the power or opportunity to do the job is often lacking in the home primarily because parents and children no longer spend enough time together in those situations in which such training is possible. This is not because parents don't want to spend time with their children. It is simply that conditions of life have changed.

(Bronfenbrenner, 1967, p. 60)

As conditions of life change, people the world over are having difficulty giving significant form to the evolving ideas and social institutions. There is a desire to maintain things as they are, "to keep all definitions pure" (Lifton, 1967, xi). Yet the need is to extricate a particular course for child care and to revise tactics, beliefs and styles to service the original forms. One of the developments which modern man must confront is the shift in responsibility for the upbringing of children.

The evolution of new methods of child care is not peculiar to the U. S. A. or Canada: throughout the world child-rearing practices are being altered as conditions of life change. One of the new methods of child care to be introduced to North America as a result of changing life patterns is supplementary child care, a concept in child care which is not well understood. In this study the term "supplementary child care" is applied to the contrived social institution which looks





after children extending and complimenting experiences the child has during his early years. That the term also applies to the interpersonal process of caring for a child should be kept in mind.

This study is an attempt to explore some of the unanswered issues raised by L. Yarrow in 1961. Specifically this inquiry is concerned with children who are, during the day or part of a day, being cared for by someone other than their mother. Where these children are being cared for, during what times of the day and why they have been placed in supplementary care arrangements is of importance.

This study is to be conducted in the City of Edmonton: it is the fourth largest city in Canada having a population of 466,000 people. As the oil center of Canada it has a large petrochemical industry as well as other industries. Edmonton is a rapidly growing city, moving from a population of 376,925 people in 1966 to 466,000 people in 1970. The city's increasing industrialization and rapid urbanization makes it an appropriate center in which to conduct a study of the existing care arrangements for children.



## CHAPTER II

### REVIEW of the RELATED LITERATURE

#### on CHILD CARE

Rapidly changing life styles in the twentieth century have seriously affected the ways in which children are reared. It is the purpose of this chapter to illustrate how needs have influenced and continue to influence child care practices. A cursory summary will be made of some of the influences on child care practices up to the end of World War II, followed by a delineation of how the evolving needs of particular countries after World War II have encouraged changes in child care forms. The impact of recent social, economic, and ideological changes on child care in Canada will be discussed. Canadian child care studies will then be reviewed to determine what presently exists and what is needed, leading us to the focus of this study, specifically the why and where of Edmonton child care.

In the western world up to and including the Middle Ages the child was cared for by the extended family and considered to be an adult in all ways but in size. Comenius, 1592-1670, was the first educator to devote special attention to infant education followed by Rousseau, 1712-1778, who, in his concern for the rights of children, questioned the harsh medieval doctrines. After Rousseau came Froebel and Pestalozzi whose formulations were set aside amidst the flurry of the industrial revolution (Rusk, 1969, p. 11). In the early days of the revolution writings such as those of Anthony Ashley Cooper appeared deploring the hardships suffered by children (Kessen, 1965). By 1802 the child labor





laws had been introduced (World Book Encyclopaedia, 1966) with the concern for children continuing to be expressed in terms of the quality of physical care. William Cadogan (Kessen, 1965) encouraged good diets, proper clothing and hygienic surroundings for young children. When school attendance became compulsory truant officers were hired to ensure youngsters attended. Although the philosophies of Maria Montessori and John Dewey regarding children appeared the welfare of the young continued to give way to the immediacies of the revolution. Only the necessity of using women in the labor force during World War II brought about the institution of new child care practices. Existing needs at the end of the war further modified child care practices: Out of the particular economic, social and ideological circumstances in which various nations found themselves evolved quite different national child care practices.

In Russia the collective upbringing of children was felt to have been essential to the nation's war effort: both the mother and father had been needed for the labor force. Then in 1956 Khrushchev formulated a nation-wide program designed to create the new Soviet man. Economic necessities gave way to ideological pursuits. With the implementation of this program, further responsibility was shifted away from the family to the Soviet day boarding and residential care centers: more and more children were cared for by the state (Bronfenbrenner, 1963).

Economic, cultural and ideological commitments existing in Hungary, Czechoslovakia and East Germany after the war encouraged slightly different child care practices (Meers & Marans, 1968). In Hungary economic necessities brought about child care facilities for





infants under the age of 3. This was seen as a temporary measure since mothers were expected to return home after the crisis. In Czechoslovakia war damage was not as immense; programs were adopted allowing mothers to work so that the high-priced luxury items could be secured. The reasons here were economic but went beyond the basic subsistence level (Meers et al., 1968). In East Germany death and emigration created a desperate need for professionals: child care was an immediate necessity to allow mothers to further their education. In these three East European countries--Hungary, Czechoslovakia and East Germany--children were cared for in rural communes, rural and urban child centers and city factories (Eisenberg, 1956).

Israeli mothers, desiring to gain equality with men, wanting to help convert arid land into farmland as well as having to join the military to protect their homeland, have transferred child-rearing responsibilities to the metaplots of the Kibbutz (Segal, 1965), while in Greece (Silverman, 1960) the need for an interim home for babies created the *metera*, a model for all of Europe of institutional care for homeless infants. Infants remain at the *metera* until 8 months at which point consistent optimum development declines. They are then placed in foster homes or adopted.

France (Centre International, 1960), because of economic necessity and its long existing concern for the care and welfare of children, has had creches in existence in urban settings for over 50 years. Likewise, industrial and social changes since the war have resulted in an increase in the number and quality of child care facilities in England, Denmark, Sweden and Norway. In Denmark (Brown, 1961) child care facilities are available for infants at birth; in Sweden



(Brumn, 1965) from 6 months and in England from 1 month (Chisholm, 1964).

Although in North America, as in other countries, there has been an increased need for child care facilities, there has been a much slower acceptance of child care because of a prevailing attitude associating child care with welfare (Caldwell, 1971). The public looked on welfare as a cure for problem families: child care became a therapeutic tool. Several possible explanations exist as to why child care has been viewed in this way. First, it was feared that if more child care facilities existed than was needed for therapeutic work women would leave their children in these facilities and go to work. Their seeking employment would saturate the job market and limit employment opportunities for men. Secondly, before more than custodial care for children could be implemented there had to be a reconsideration of how young children were motivated. Children had to be seen as active creative individuals with a desire to learn, hence their need to know as well as their need to be cared for (Hunt, 1960). Thirdly, the institution of child care had to be viewed as a family supplement (Burshtyn, 1970) which enriched family life and prevented family malaise (Caldwell, 1971).

In Canada new attitudes towards child care have been necessitated by recent social, economic and ideological developments. The social form of the family has changed; we are a generation of atomistic family groups (Larsen, 1970).

We now expect a family to achieve alone what no other society has ever expected an individual family to accomplish unaided. In effect we call upon the family to do what a whole family clan used to do (Mead, 1949).

Children now grow up in alienated nuclear families (Goodman, 1964) which may or may not be composed of both parents. Divorce and separation





continues to occur at a rapid rate. Single parent families are becoming more prevalent and, although there is the attempt to create the extended family by means of communes, this new clan is as truncated and deformed as the nuclear family because it creates the same narrow age groupings and homogeneous class structure (Time, December 28, 1970).

The changes in the family form have made it an economic necessity for some mothers to work. There are those mothers who are unmarried, others who are divorced or separated and still others who must work to augment their husbands' salaries. In Canada 540,000 mothers are working outside the home. One out of five mothers works for pay or for profit: they constitute 24% of the female work force. And of all working mothers one-half of them have children under the age of 6 years (Women's Bureau, 1970). Of children age 6 and under, 56% are cared for in their home, 10% have no regular care arrangements.

The view taken on child care is further influenced by ideological changes such as the liberation of women and the active role of the child. Today women live longer, have smaller families earlier in life and contend with the threat of motherhood becoming obsolescent (Atlantic, May, 1971). No longer are they viewed as solely keepers of children. Those who are not satisfied with the ascribed role of home-centered care may work or return to school to seek a sense of personal meaning. Research evidence (M. Yarrow, 1961; Stolz, 1960; Hoffman, 1961; Royal Commission Report on the Status of Women in Canada, 1970) suggests no mother need feel guilty for this because some mothers work more adequately away from the home than they do in the nursery. As M. Yarrow (1961) suggests the satisfaction derived from working away from the home may enhance the quality of the time the mother spends with her child.



Mothers away from the home are obliged to make child care arrangements. If centers are not available they are forced to leave the children with relatives, friends or strangers. Many mothers feel that these arrangements are inadequate and even harmful to the child.

Very often many of us have had to settle for housekeepers who were not adequate mother substitutes, young girls who spent the afternoon watching T.V., reading, or who were not attentive to the children in general, or women who had no idea of how to give first-aid care in case of accidents... (Royal Commission Report on the Status of Women in Canada, 1970, p. 273)

Research tells us that children do suffer if mothers feel guilty about the quality of their child care arrangements (M. Yarrow, 1961).

The ideological view of the child has changed as well (Hunt, 1964). The child is seen with emotional, social, physical and cognitive needs that must be attended to, with his early years of life deemed most important (see Bloom, 1964). Amidst these changes it is important to examine how Canadian studies have evaluated child care.

Not until the 1950's did Canadians begin to concern themselves with child care services and no concentrated efforts to examine what services exist for children were made until the mid 1960's. The emphasis of the early studies was on the extent of the need for child care in Canada. The studies have validated the fact that such a need exists by an analysis of requests for child care facilities made to community services, by inquiries into the arrangements made by working mothers for their preschool children and by an analysis of the 1961 census data. The author, after reviewing the major Canadian studies, has found that the pragmatic concern of these studies demonstrates the need of facilities for Canada's young children. There has been little concern with the quality of the programs or with the socio-economic





characteristics of the population using the present facilities. In addition little concern has been given to the evaluation of legislated standards.

The Montreal study of 1952 based its claim of need on the results of a questionnaire distributed to non-Roman Catholic families requesting care facilities for their children. Questionnaire returns came from eight different agencies and public school principals.

The purpose of the 1965 Vancouver study ("Report on Day Care Needs, Vancouver", 1965) conducted 13 years later was to create a greater public awareness of the inadequacies of the community's facilities. The investigation examined the list of care facilities and the number of children they served and compared the number of available spaces with an estimate of needs based on the 1961 census. It was found that the present facilities provided placements for 503 youngsters, while the estimated need was 11,500 placements.

An inquiry conducted at the University of Guelph (MacDonald Institute, Guelph, 1965) illustrated the need of care facilities for young children during the day and after school. The sample was composed of mothers working full-time, part-time or at home. Information was gathered from a questionnaire and home visits.

In the same year, 1965, Hamilton's Social Planning Council appointed an ad hoc committee to specify the present need for child care facilities and cost. Using the 1961 census figures and estimating on the basis that 15% of the population would need such services, it was found that, at the minimum, 1674 placements were required. The Hamilton study, "Nursery and Day Care Centres", considered the physical and emotional needs of the child. Need was defined in terms of



inadequate care provided in the home because of employment, disability or absence of a responsible guardian or parent. Here child care was conceptualized primarily as welfare.

The Edmonton 1966 study, "Day Care Brief", conducted by the Family Service Bureau, examined child care services, confining its concern to the working mother because her needs were most immediate. The results of questionnaires completed at the Great Western Garment Company showed that 40% of the 1200 women employed had preschool children. Out of 56 questionnaires completed 46 indicated they would be interested in care facilities near G.W.G. at a low cost per child. Two others were undecided. Of the employment turnover each year 25% leave for child care reasons and absenteeism is considered high due to inadequate baby-sitting. One conclusion drawn in this study was that Edmonton facilities were largely concerned with the physical needs of the child. Recommendations were made giving priority to the development of facilities to care for the physical, emotional, social and educational needs of children. Thought was given to the formation of a citizens board to examine child care, center locations, training programs for staff, financing, regulations, industry involvement and the need for research in the child care area.

A second Edmonton study conducted by the Welfare Council in the same year, 1966, (Brief to the City of Edmonton on the Establishment of Day Care Services) demonstrated need by quoting that in a single day at the National Employment Service there were 66 requests on file from women who required baby-sitters before they could enter the work force. In a 4-month period of 1965 there were 270 requests for employment to the National Employment Service by married women with dependent children.





In 1967 Calgary, Ottawa and Winnipeg compiled studies on child care. Winnipeg's Family Bureau study began in September 1965 taking the form of a composite of case studies of families provided family day care facilities. The study considers the unmet needs of shift workers, evidence of problems surrounding the use of Public Health Services by working parents and the general need for more extensive family care arrangements in the community.

In Calgary's study (Calgary Social Planning Council, 1967) unmet needs were considered by comparing the established licensed spaces available with the 1961 census figures. Only 1 child in every 10 whose mother is employed can be provided a child care space. Because of lack of facilities in certain areas of Calgary children were forced to travel up to 2 hours a day. It was found that, although there are no licensed daytime care placements for mothers with infants, mothers are working. Low income families were found to be spending a substantial proportion of their income for child care. The need for quality arrangements was expressed.

The Day Care Needs Report (1967) of the Ottawa Welfare Council used the same method as the Calgary study to determine the extent of need: the 1961 census figures were compared with the number of licensed spaces available for young children. Social agencies were asked to supply case studies exemplifying how the family can be strengthened through family life. Existing facilities in Ottawa were asked to record during a specific block of time all requests made for admission that could not be met. Upon completion of the 2-year study, care facilities in Ottawa were found to be in urgent demand. The study also considered such child care issues as physical facilities, need for, and training of, personnel and cost of operation.



In the City of Toronto there have been a number of studies; 1960, 1964, 1966, 1966, 1966, 1967, 1968, 1968. A comprehensive investigation was conducted in August 1968 by the Planning Council of Metropolitan Toronto. The study, "Day Care for Children in Metropolitan Toronto", examined the social-historical evolution of child care, community attitudes towards working mothers and evidence of need. Attitudes were measured by means of a questionnaire and need was determined by taking an inventory of the services available and comparing it with an estimate of need based on the 1961 census. In addition, attitude questionnaires were completed by women's organizations, professional groups, local home and school associations and school boards. There were no returns from labor groups which may have biased the sample. The results showed a split between respondents with negative and positive feelings towards married women as a labor resource, for working mothers and for payments to mothers to stay home and look after their children (Social Planning Council of Metropolitan Toronto, 1968, p. 29). It was determined that 16,924 children needed care in Metropolitan Toronto, and it was urged that high priority be given to the needs of school-age children. Mobile day care mothers who act as supplements to family day care plans were proposed. Another important recommendation was that there be a committee established bringing together health, welfare and education to insure good co-operation among those who deal with children.

In 1968 the Kitchener-Waterloo Social Planning Council analyzed its needs for child care facilities and made recommendation for action. In the same year Montreal evaluated facilities and offered recommendations which, if brought into effect, would raise the standards of all city programs available to young children.





A most extensive study investigating child care arrangements was begun in 1967 by the Canadian Welfare Council Research Branch surveying the existing facilities across Canada. The purpose of the study was to promote the development of adequate child care facilities in urban Canadian centers because of the urgent need for facilities in a rapidly industrialized and urbanized country.

The sample, as defined by the study, is the total population of day care centers of larger Canadian urban communities (Canadian Welfare Council, 1967, p. 5). This study includes day care centers, day nurseries, nursery schools, after-school centers, and other related types. A representative sample was drawn on the basis of the following:

- i All communities of population 100,000 and over (1966 Canada census) included;
- ii Communities in the 5,000 to 100,000 population range (1966 Canada census) are eligible for inclusion in the sample but according to population size as:
  - a) Group II - population 30,000 to 100,000
  - b) Group III - population 10,000 to 30,000
  - c) Group IV - population 5,000 to 10,000
- iii Geographic regions as:
  - a) Region I: Newfoundland, Nova Scotia, New Brunswick and Prince Edward Island
  - b) Region II: Quebec
  - c) Region III: Ontario
  - d) Region IV: Western Manitoba, Saskatchewan, Alberta and British Columbia
- iv The major urban community of each Atlantic province to be included in the sample.
- v Cognizance was also taken of the percentage of female labor force, the number of married, widowed, or divorced women in the labor force age 15 to 54, and the child population under 15 years of age. (Canadian Welfare Council, 1968, p. 5-6)



Tables were prepared for sample cities of 100,000 (1966) or over, sample cities of population range 30,000-100,000, sample cities of population range 10,000-30,000 and sample cities of population range 5,000-10,000. Each chart considered the various regions of Canada, the labor force characteristics and the number of day care centers in the sample. The study presented a thorough analysis of the present state of knowledge as revealed in the Canadian studies. A number of questions of significant value to child care in Canada were raised.

The specific needs of families were delineated as follows:

- a) Subsidized facilities for preschool children
  - b) After-school centres for 6- to 8-year-olds
  - c) Greater concern for children of sole parents
  - d) Special attention to children in all conditions of deprivation
  - e) Assistance for mothers who break, mentally or physically, if home responsibilities are unrelieved
  - f) Resources for the disturbed child--special residential facilities constitute a glaring need, but day care could serve in a preventive role
  - g) Help for mothers with child rearing through counselling, demonstration and literature.
- (Canadian Welfare Council, 1968, p. 36)

In June 1971 a preliminary report of the National Study of Day Care Services in Canada appeared discussing the problems of staff funding, location, program and equipment of centers. The report is presented in two sections: the first describes the characteristics of centers offering programs to preschool and school-age children as well as the characteristics of the staff employed and those who had children attending the centers; the second section considers these characteristics as they relate to the three main types of programs, day care, nursery school, and programs serving children with special needs. The survey data shows that of the 54,000 children attending the 1451 existing day care and nursery programs in Canada in early 1968





only 2% were sponsored by the public, that is, by municipal governments, provincial departments of welfare or of education, while 28% were community sponsored, 57% privately sponsored, and 13% sponsored by other means. The report states:

The findings on auspices support the view that day care and preschool education services in Canada have been viewed historically as private or community responsibilities rather than as governmental responsibilities. (The Canadian Welfare Council, 1971, p. 4)

The centers provide care for less than 3% of the preschool children of working mothers. No licensing requirements of any kind existed for 15% of the centers. Centers providing services for fewer than 76 children were for the most part in excess of licensed capacity. Less than one-half of all centers were legally incorporated. Serious deficiencies regarding medical policies and procedures existed. There was a lack of standardized educational requirements for teachers, of limited financial support for continuing staff education and of inadequate courses. Major deficiencies in physical facilities and program equipment existed. As indicated by directors, 15% of the children attending centers suffered from problems of one kind or another. The primary objective of the center varied depending on its nature: day care centers cited arrangements for working parents as their primary objective; nursery schools indicated preparation for school; and centers serving children with special needs indicated socialization followed closely by special training.

Approximately 75% of the children attending centers did so on a full-time basis. Ninety-four per cent of the children attending centers were between the ages of 3 and 5 years. Fee scales indicate a range from 50 cents to over \$5.50 daily. The report also delineates



the education qualification of staff and family characteristics.

Earlier in this chapter reference was made to William Cadogan (Kessen, 1965) who wrote of his concern for the physical well-being of children over a hundred years ago. It is evident from this review of the Canadian studies on child care that the emphasis in Canada has been primarily on the physical aspects of child care.

This chapter has attempted to take a cursory look at how, over a period of time, needs have influenced child care forms. Prior to the growth of towns in Europe the word for child did not exist as it does today. Infants were sent away to institutions in the country to offset the unsanitary conditions in the public houses of the extended families. The movement of the middle class family into its own nuclear unit separate from the public houses brought young children close to their mothers (Aries, 1960). The early industrialization of life styles necessitated child labor laws, further concern for the physical well-being of the child and later, compulsory schooling.

Little social consideration was given to the welfare of children until World War II.

In contemporary societies, social, economic and ideological changes have resulted in child care assuming different forms. For instance, Russia has found that the collective form of child care best meets her needs while in the Eastern European countries rural and urban care centers have been established. Israel has instituted the Kibbutz; France the creche and Greece, the metera. England and the Scandinavian countries make use of organized day care programs. The North American countries have been slower in formulating new forms of child care because of the welfare stigma associated with child care. Today because





of the changing family form, questions concerning the roll of woman and economic factors child care practices are being reassessed.

Although Canadian studies have been concerned with the extent of the need for child care facilities and have explored what facilities presently exist for children, only two studies have been concerned with determining where children are when mothers are working (Department of Labor, 1958; Department of Labor, 1970). As yet no study has examined how the social, economic or ideological changes occurring in Canada influence the care of preschool children. No one has studied why or how the preschool child spends his day or a portion of his day with someone other than his mother, nor has the question been asked as to where they spend their day when not at home. Yarrow (1961) suggests such questioning is crucial to our understanding of the major influences on child development.

In its 1970 policy statement on day care The Vanier Institute on the Family stated:

It is imperative that there be developed a greater and more acute awareness of the requirements and needs of other parents and children.

Hence, it is the purpose of this study to survey where children are spending their time when not with their mothers and why mothers place their children with agents other than themselves; more specifically what personal ends are gained for themselves and what needs of the children are served.



## CHAPTER III

### DEFINITIONS and GENERAL STATEMENT of the STUDY

#### DEFINITIONS

There are a number of terms associated with child care arrangements which need clarification. This investigation will employ the terms as defined here.

CHILD CARE refers to any social institution which provides mothering for a child.

SUPPLEMENTARY CARE is mothering provided a child by someone other than the child's mother: it extends and complements experiences the child has during his early years.

SUBSTITUTE CARE is mothering provided a child by someone other than the child's mother: it is intended to replace the care provided by the mother.

DAY CARE is a form of institutional child care provided for children away from their own homes during some part of the day. The organized care is regulated by the provincial government through its licensing. In this way minimal standards are maintained.

GROUP DAY CARE is organized daytime care of children in groups.

DAY NURSERY is a subsidized all day group care program operated by a voluntary organization or public department for 3- to 5-year-old children.

NURSERY SCHOOL is a preschool education program for children from 3 to 5 years of age.





PLAYSCHOOL is a program run by the Edmonton City Department of Recreation which emphasizes the social development of 4- and 5-year-old children.

READINESS SCHOOL is a half day preschool program preparing the child for his first ventures outside the home; school in particular.

KINDERGARTEN is an educational program for 5-year-old children.

PRESCHOOL CHILD is any child from birth to 7 years of age. (In Alberta, school becomes compulsory for children on their seventh birthday.)



## GENERAL STATEMENT of the STUDY

This study is descriptive and seeks information on existing care arrangements. Information was obtained by means of a mail questionnaire (see Appendix C) which endeavours to determine why mothers seek supplementary child care for their preschool youngsters during the day or part of the day. Mothers were asked what influences their use of child care facilities by having them indicate their reasons for involving their child in an arrangement outside the home. They were also asked where their children spend their day when not at home with them.

The City of Edmonton was subdivided into nine geographic areas and completed questionnaires were sorted according to the geographic area of the respondent's residence, and analyzed to answer the following questions:

1. What were the mother's personal reasons for using a child care arrangement?
2. What child needs (according to the mother) were served by their placement?
3. What are the care arrangements mothers have used in placing their children and what times of the week did they use them?

Although this study was directed to the questioning of the why and where of child care in Edmonton it became evident that several other questions were of importance if this study was to be of practical use to future child care planners. Thus the following questions were included on the questionnaire. (See Diagram I)

1. What is the cost of child care arrangements per family



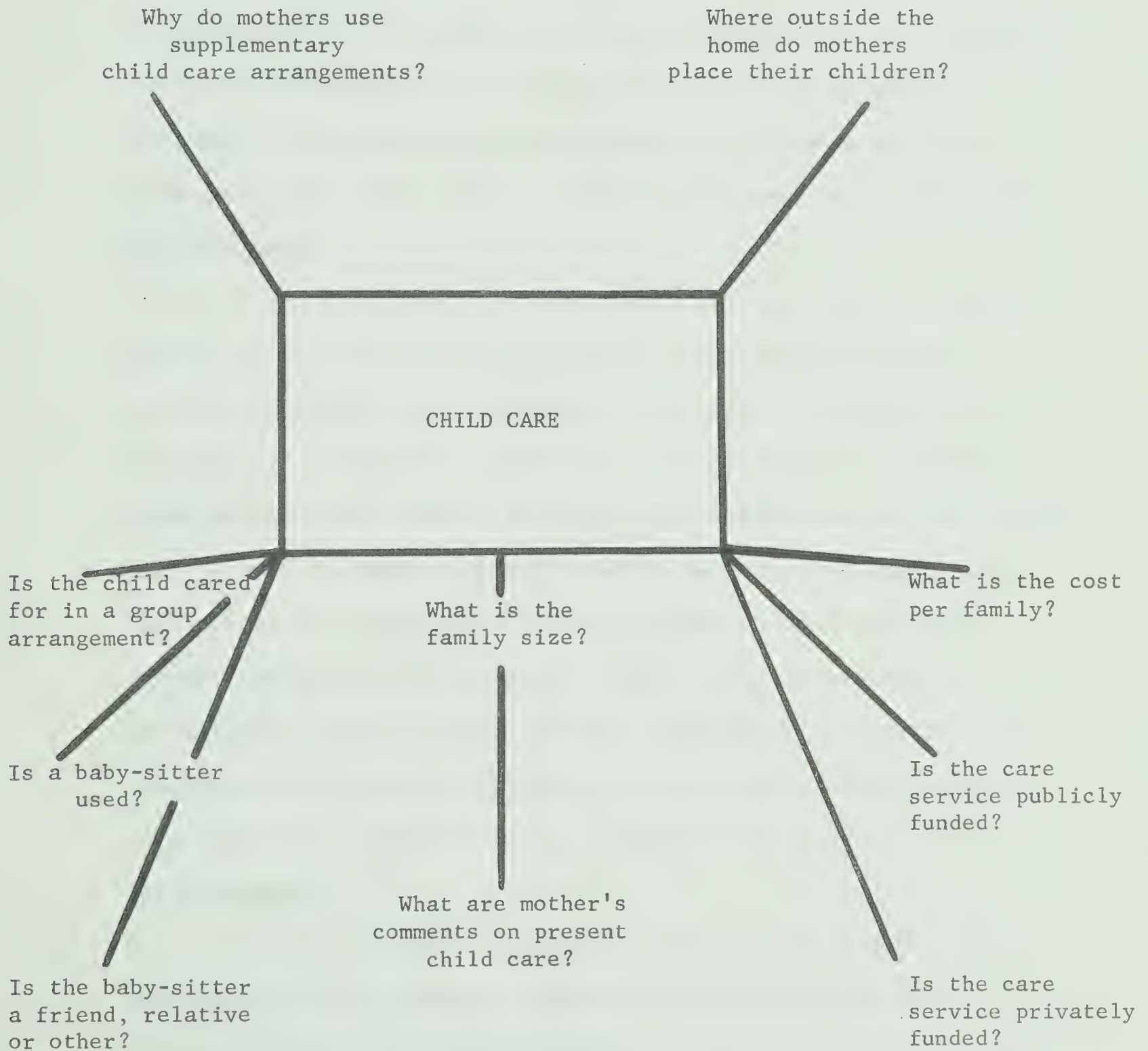


2. Is the care service publicly funded?
3. Is the care service privately funded?
4. Is the child cared for in a group arrangement?
5. Is a baby-sitter used?
6. Is the baby-sitter a friend, a relative or other?
7. What is the family size?
8. What are the mothers' comments on existing child care services?



## DIAGRAM I

Questions raised in this study are represented in the following diagram:







## CHAPTER IV

### METHODOLOGY

The design was to have a large demographic sample representing the various social strata of Edmonton. Participants were contacted on three different occasions to insure that the purpose of the study was understood and that maximum co-operation would be obtained. The questionnaire was designed to be simple and attractive and a small pilot study was conducted to test the questionnaire.

#### The Instrument

The questionnaire examining why children are being cared for by someone other than their natural mother during the day or during part of the day and where they are being cared for appears in Appendix C. Although the respondents were not asked to write their names on the questionnaire, an approximate address listing the closest cross street and avenue was requested to facilitate categorization of the data by the respondent's area of residence. This was done to assure some measure of anonymity to the mothers, to protect their privacy, their fear of repercussions, their feelings of guilt, and their good child care arrangements. A commentary on how the respondents interpreted the questionnaire appears in Appendix C.

#### The Pilot Study

In late September 1970, a discussion was held with the supervisors of the playschool executive of the City of Edmonton in order that they might fully comprehend the aims of the project. The supervisors were used in the pilot study because it was felt that



participants in the master study would direct any queries to the supervisory staff. Eight questionnaires were given to the seven members of the supervisory staff and they were asked to complete the questionnaires by interviewing a mother with a preschool child. The supervisors were also asked to comment on the format and content of the questionnaire.

In late November when the original questionnaires were returned it was evident that revisions were necessary. A new cover was designed, questions altered, and general physical format revised.

In attempting to assess the primary reasons for the use of child care facilities, the respondents' participation in certain activities was measured. Participation in three of the activities was taken to be indicative of the needs of mothers. These needs include: (1) getting out of the house for shopping or volunteer work, (2) returning to school, and (3) working. The placement of children by their mothers in the following settings was taken to be indicative of parental concern with the needs of their children. These needs include: (1) under the care of a reliable sitter, (2) in an organized child care program, (3) in a school type of program, (4) in a special care program for children with special needs such as a school for the physically handicapped, (5) other settings. An "other" category was included in the questionnaire because it was anticipated that some mothers would involve their children in programs intended to satisfy perceived needs other than the four listed above. An "other" category was overlooked for activities considered to be indicative of mothers' needs. In order to determine if this was a significant omission a subsample of the primary participants were asked whether or not they participated in





"mothers' needs" activities not represented by the response categories in this section of the questionnaire. They were also asked specifically "if the category 'illness' had been listed under mothers' needs, would you have checked this category?" All ten participants of the random selected subsample indicated that they would not have checked a category labelled "illness".

### The Sample

The study was introduced to the members of the Edmonton Playschool executive at a public meeting. The Playschool executive represents all the communities of the city thus enabling the members from all the various socio-economic groups to participate in the study. It was assumed these women would be sympathetic to the child care study for the members of the executive, by virtue of their office, are interested in young children and their activities.

The primary sample choice introduced a biasing factor into the study; all the mothers of this sample had contact with some kind of child care program, specifically playschools. Consideration was given to this factor and, although it was not ignored, it was not thought to significantly contaminate the sample.

Initially there were 222 potential participants in the study, but, after individually contacting the potential participants by telephone, by mail and then again by telephone the primary sample size was reduced to 135 actual participants. Each of the 135 participants was requested to make five extended contacts in their neighbourhood creating a potential extended sample pool of 675 mothers completing questionnaires. Five hundred twenty-five members of the sample group (77.7%) returned completed questionnaires.



(The telephone format and cover letter used in contacting the primary sample appear in Appendix A and B respectively.)



## CHAPTER V

### INTERPRETATION and DISCUSSION

The intention of this study is to determine both why and where arrangements were made by mothers for their preschool youngsters during the week. This chapter is to answer the specific questions directed to the study:

1. What were the mother's personal needs for using a child care arrangement?
2. What child needs (according to the mother) were served by their placement?
3. What are the care arrangements that mothers have used in placing their children?

In addition the following questions closely related to child care are answered:

1. What is the cost of child care arrangements per family?
2. Is the care service publicly funded?
3. Is the care service privately funded?
4. Is the child cared for in a group arrangement?
5. Is a baby-sitter used?
6. Is the baby-sitter a friend, a relative or other?
7. What is the family size?
8. What are the mother's comments on existing child care services?

The analysis of the data was done by means of a NON PIO program at the Education Research Center, University of Alberta, Edmonton. The findings are presented in frequency tables.





In order to complete the analysis a map of the City of Edmonton with nine designated geographic zones was used. The nine zones of the city are as follows:

Zone 1: Lower North West Area; immediately north of the North Saskatchewan River, bordered on the north by 102nd Avenue, south by the North Saskatchewan River, west by city limits, east by 121st Street.

Zone 2: South West Area; immediately south of the North Saskatchewan River, bordered on the north by the North Saskatchewan River, 122nd Street to 61st Avenue, 61st Avenue to C.P.R. line to 51st Avenue, south by city limits, west by the North Saskatchewan River, east to 75th Street.

Zone 3: Mid South Area; immediately south of the North Saskatchewan River, bordered on the north by the North Saskatchewan River, south by 61st Avenue, west by 122nd Street, east by C.P.R. line.

Zone 4: Center South City Area; bordered on the north by Whyte Avenue and C.P.R. line, south by 51st Avenue, west and east by city limits.

Zone 5: South East Area; immediately south of the North Saskatchewan River; bordered on the north by the North Saskatchewan River, south by Whyte Avenue and the C.P.R. line, west by the North Saskatchewan, east by city limits.

Zone 6: North East Area; immediately north of the North Saskatchewan River, bordered on the north by 118th Avenue, south by North Saskatchewan River, west by 101st Street, east by North Saskatchewan River.



Zone 7: North East Corner; bordered on the north by city limits, south by 118th Avenue, west by 101st Street, east by North Saskatchewan River and 18th Street.

Zone 8: North City Center; bordered on the North by city limits, south by North Saskatchewan River, west by city limits to 149th Street, 149th Street to 111th Avenue, 111th Avenue to 121st Street, 121st Street to North Saskatchewan River, east by 101st Street.

Zone 9: North West Corner; bordered on the north by city limits and 111th Avenue, south by 102nd Avenue, west by city limits, east by 121st Street.

This map is the original 1970 census map which has been adapted for this study.





THE CITY of EDMONTON MAP  
SHOWING GEOGRAPHIC DIVISIONS

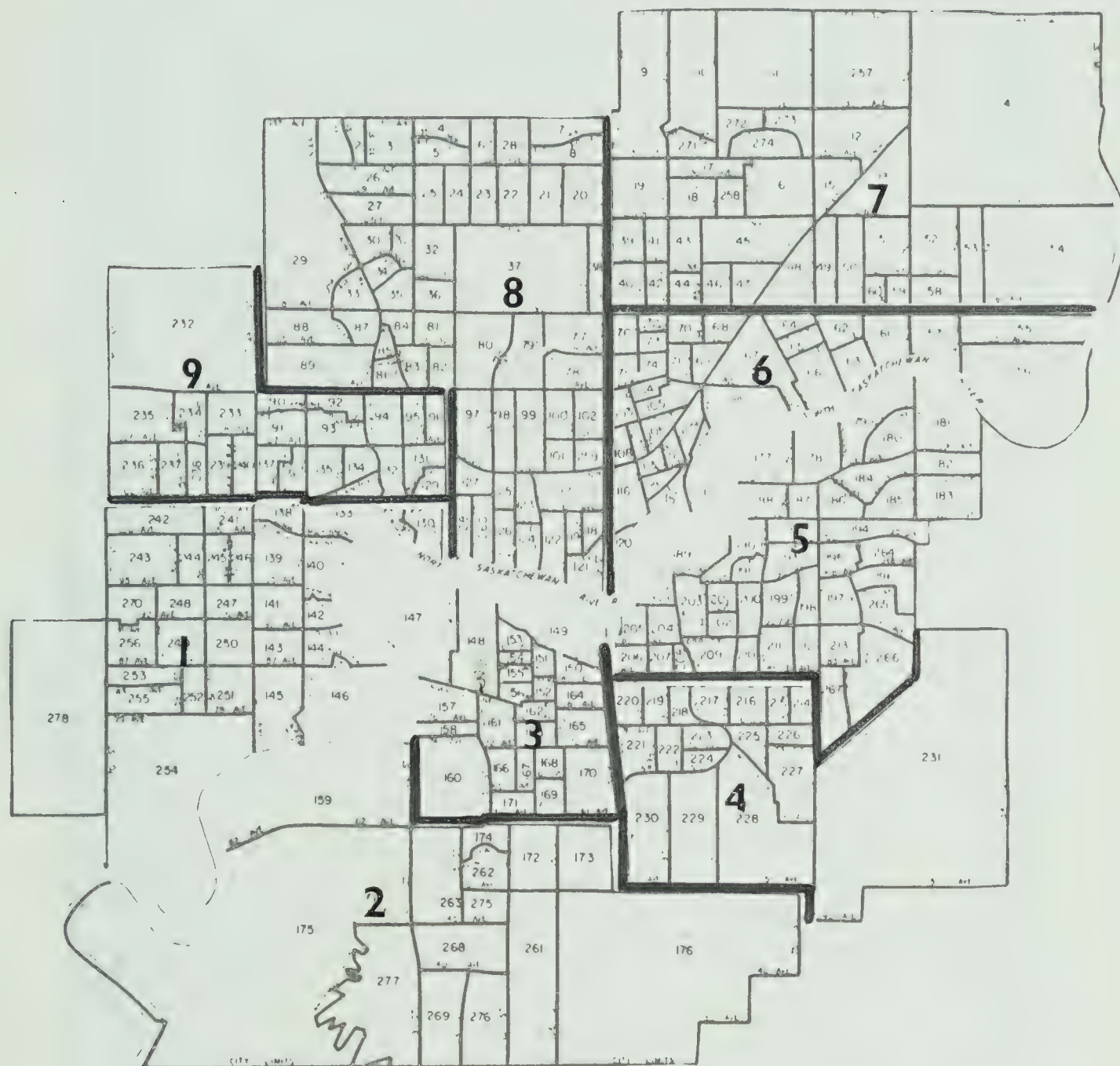




TABLE I

BREAKDOWN IN AGES OF THE CHILDREN ACCORDING TO DESIGNATED ZONES IN EDMONTON

ZONES	AGES							TOTAL
	1	2	3	4	5	6	7	
1(4760)*	8	8	12	12	40	9	8	97
2(4748)	17	25	19	25	52	22	6	166
3(2013)	7	3	10	9	27	5	8	69
4(2006)	7	5	8	6	19	5	5	55
5(6244)	10	22	18	15	66	13	18	151
6(4543)	1	8	4	5	23	7	4	52
7(9365)	8	13	18	25	57	23	14	158
8(7924)	16	11	13	14	54	12	13	133
9(3263)	7	18	11	10	35	8	7	96
Total	81	113	113	121	362	104	83	977
Total % By Rows	8.4	11.5	11.5	12.4	37.0	10.7	8.5	100%

\* Note--Numbers in brackets represent the total number of children in the respective zones between the ages of 0 and 6 according to the December 1970 City Census.



Table I, The Breakdown in Ages of Children According to Designated Zones in Edmonton, with the actual number of children 0 to 6 years according to the December 1970 census in brackets, is provided to facilitate the analysis of the data. The horizontal rows give the number of children per age grouping, 1 to 7 years, for each zone with the total number of children sampled at the end of the row. The vertical columns give the numbers of 1-year-olds, 2-year-olds, 3-year-olds, 4-year-olds...7-year-olds in each zone, and in total, with the percentage.

Table I: A total of 977 children made up the sample. The total number of children in each zone in descending order of size is as follows: zone 2, 166 children; zone 7, 158 children; zone 5, 151 children; zone 8, 133 children; zone 1, 97 children; zone 9, 96 children; zone 3, 69 children; zone 4, 55 children; and zone 6, 52 children. The total number of children in descending order of size is as follows: 362 5-year-olds, 37.0%; 121 4-year-olds, 12.4%; 113 3-year-olds, 11.5%; 113 2-year-olds, 11.5%; 104 6-year-olds, 10.7%; 83 7-year-olds, 8.5%; and 81 1-year-olds, 8.4%. Five-year-olds is the largest age group represented followed by 4-year-olds.





TABLE II

MOTHER'S PERSONAL REASONS FOR USING CHILD CARE ARRANGEMENTS ACCORDING TO ZONES IN EDMONTON

MOTHERS' REASONS	ZONES									TOTAL	%
	1	2	3	4	5	6	7	8	9		
To free her for:											
- getting out of the home for shopping or volunteer work	25	36	12	17	40	14	33	22	17	216	57.5
- returning to school	2	4	3	1	4	2	2	2	2	22	6.0
- working	13	24	9	9	19	11	14	23	16	138	36.5
Total Number of Respondents Per Zone	40	64	24	27	63	27	49	47	35	376	100.0



Table II, Mothers' Personal Reasons for Using Child Care Arrangements According to Designated Zones, illustrates the reasons for mothers making use of child care arrangements. The horizontal rows present the three possible reasons why mothers use child care arrangements with the total number and percentage for each reason at the end of each row. The vertical columns represent the number of reasons given in each zone with the totals at the bottom of each column.

Two hundred sixteen mothers or 57.5% of the total number of responses in the sample indicated that they use child care arrangements to free them for getting out of the home for shopping or volunteer work; 138 or 36.5% to free them for working; 22 or 6% to free them for returning to school. The number of responses coming from the zones in descending order of size are as follows: zone 2, 64; zone 5, 63; zone 7, 49; zone 8, 47; zone 1, 40; zone 9, 35; zone 4 and zone 6, 27 each; and zone 3, 24.





TABLE III

REASONS FOR CHILD'S INVOLVEMENT IN CARE ARRANGEMENTS ACCORDING TO EDMONTON ZONES

	ZONES									TOTAL	%
	1	2	3	4	5	6	7	8	9		
To involve him:											
- with a reliable sitter	9	13	7	12	16	10	15	21	10	113	28.3
- in an organized child care program	7	10	7	3	13	5	9	17	7	78	19.5
- in a school type of program	18	40	14	13	28	8	22	19	14	176	44.1
- in a special care program for chil- dren; e.g., Glenrose Hospital	1	1	1	0	1	1	0	1	0	6	1.5
- other	3	5	2	1	3	0	4	2	6	26	6.5
Total Number of Respondents Per Zone	38	69	31	29	61	24	50	60	37	399	100.0



Table III presents the child's needs served by child care arrangements according to the mother. As Table III indicates 44.1% of the mothers testified that the reason why child care arrangements are made for their child is to involve him in a school type of program; 28.3% with a reliable sitter; 19.5% in an organized child care program; 6.5% in other arrangements; and 1.5% in a special care program for children. The primary reason given for involving children in care arrangements was educational while the second was to provide custodial care. The total number of responses to this particular question was 399 with the largest number coming from zone 2 and the least from zone 6.

Fifteen mothers specified what "other" was: 2 stated speech therapy, 2 music, 1 art and 10 socialization.

Child care arrangements used by the sample of mothers in this study are listed below:

1. Day Care
2. Kindergartens
3. Nurseries
4. Nursery School
5. Bowling Alleys
6. Glenrose Hospital
7. Baby-sitters
8. Curling Clubs
9. Playschools
10. Public and Separate Schools
11. Scona Recreation Program
- Jasper Place Recreation Program
12. Library Preschool Program



13. Mother's Day Out Program

14. YWCA/YMCA





TABLE IV

NUMBERS OF TIMES THE 14 DIFFERENT TYPES OF CARE ARRANGEMENTS ARE USED PER WEEK  
IN EACH OF THE EDMONTON ZONES

ZONES	TYPES OF CARE ARRANGEMENTS*														TOTAL	%
	1	2	3	4	5	6	7	8	9	10	11	12	13	14		
1	0	20	2	13	3	0	69	0	101	60	0	0	0	0	269	9.6
2	11	27	17	12	8	1	111	5	148	85	3	0	0	9	437	15.6
3	0	5	0	10	4	0	61	2	76	45	3	2	0	0	206	7.4
4	5	0	0	0	8	0	43	0	66	40	0	0	0	0	162	5.8
5	0	47	0	15	6	0	88	7	157	105	0	0	0	0	426	15.2
6	0	0	0	0	1	0	29	63	6	45	0	0	1	1	146	5.2
7	5	30	1	7	10	0	58	0	163	145	0	0	1	0	420	14.9
8	5	20	1	0	3	1	140	3	176	100	1	2	0	3	455	16.2
9	15	25	0	6	0	0	87	0	86	65	0	0	0	0	284	10.1
Total	41	174	21	63	43	2	686	80	997	690	7	4	2	13	2807	100.0
Percentage:	1.4	6.30	.70	2.20	1.50	.07	24.40	2.80	35.5	24.5	.10	.10	.10	.20		

\* Note--Arrangements numbered as they appear listed on page 31; e.g., Day Care 1, Kindergarten 2



Table IV tabulates the number of times the 14 various types of child care arrangements mentioned above are used in the course of a week in each zone. The facilities are listed from 1 to 14 with the number corresponding to the initial listing of care facilities given above. The number of times a given type of arrangement is used in the course of a week is listed horizontally with the total number of arrangements and percentages given at the end of each row. The vertical columns give the number of times and percentages each arrangement is made in each zone with the totals at the bottom of the columns.

Table IV: The total number of arrangements made per week in each zone in descending order of size with the corresponding percentage is as follows: zone 8, 455, 16.2%; zone 2, 437, 15.6%; zone 5, 426, 15.3%; zone 7, 420, 14.9%; zone 9, 284, 10.0%; zone 1, 269, 9.6%; zone 3, 206, 7.4%; zone 4, 162, 5.8%; and zone 6, 146, 5.2%. The total number of arrangements made in descending order of size are as follows: #9, Playschools, 997; #10, Public and Separate Schools, 690; #7, Babysitters, 686; #2, Kindergartens, 174; #8, Curling Clubs, 80; #4, Nursery School, 63; #5, Bowling Alleys, 43; #1, Day Care, 41; #3, Nurseries, 21; #14, YWCA/YMCA, 13; #11, Recreation Program, 7; #12, Library Preschool Program, 4; #13, Mother's Day Out Program, 2; and #6, Glenrose Hospital, 2. There were a total number of 2807 arrangements made in a week and 1861 of these consisted of Playschools, Public and Separate Schools, and Kindergartens which are for the 5-, 6-, and 7-year-olds.



TABLE V

DAYS AND TIMES DURING THE WEEK CHILDREN ARE PLACED IN CARE ARRANGEMENTS

Types of Arrangements	Total Num-ber of Arrange-ments Per Week	Number of Arrangements on					Number of Arrangements at Each Time							
		Mon.	Tues.	Wed.	Thurs.	Fri.	8-10 a.m.	10-12 a.m.	12-2 p.m.	2-4 p.m.	4-6 p.m.	Full Day		
Day Care	41	7	11	8	8	7		3				5	33	
Kindergarten	174	35	35	34	36	34		82		50	32	10		
Nurseries	21	2	7	1	6	5		18		2			1	
Nursery School	63	10	15	15	15	8		26		9	3	10	15	
Bowling Alley	43	4	9	24	4	2		20		13	2	6	2	
Glenrose Hospital	2	2						2						
Baby-sitter	686	137	132	146	136	135		2	12	2	21	57	107	419
Curling Club	80	20	10	23	15	12			61		15	4		
Playschool	977	192	174	284	162	134			589		388			
Separate and Public School	690	138	138	138	138	138								690
Recreation Program	7		2	5					4		3			
Library Program	4		2		2				2		2			
Mother's Day Out	2		2						2					
YWCA/YMCA	13		4	9	1	1					5	6	2	





Table V shows the days and times during the week, Monday to Friday, 8:00 a.m. to 6:00 p.m., during which individual care arrangements are made. The horizontal rows represent each of the 14 types of arrangements. The first vertical column gives the total number of arrangements made per type per week; e.g., 41 day care arrangements per week are made. Vertical columns, 2 to 6, tabulate the number of times the different care arrangements are made on the respective week days, and columns 7 to 14, the times at which the child is placed in the care arrangement.

Table V: These results show that organized care arrangements for children are not generally made before ten o'clock in the morning or after four o'clock in the afternoon leaving two appreciable time gaps in the day. Mother's Day Out program is used on one occasion per week, Tuesday mornings from 10:00 a.m. - 12 noon.



TABLE VI

## MOST FREQUENT DAYS AND TIME FOR EACH CARE ARRANGEMENT

Types of Care Arrangements	Days					Times			
	Monday	Tuesday	Wednesday	Thursday	Friday	10-12	2-4	4-6	Morning Afternoon Full Day
Day Care		*							*
Kindergarten	*	*	*	*	*	*			
Nurseries		*		*	*	*			
Nursery School		*	*	*		*			
Bowling Alley			*				*		
Glenrose Hospital	*					*			
Baby-sitter	*	*	*	*	*				*
Curling Club	*		*			*			
Playschool	*	*	*	*		*	*		
Separate & Public School	*	*	*	*	*				*
Recreation Program			*			*	*	*	
Library Program		*		*		*	*	*	
Mother's Day Out		*				*			
YWCA/YMCA			*				*		



Table VI shows the most frequent day(s) and time(s) for each child care arrangement. The horizontal columns list the types of arrangements and the vertical columns the five particular days and times. The most frequent day(s) and time(s) for the respective arrangements are as follows: Day Care, Tuesday, full day; Kindergarten, everyday, 10:00 a.m. - 12 noon; Nurseries, Tuesday, Thursday, Friday, 10:00 a.m. - 12 noon; Nursery Schools, Tuesday, Wednesday, Thursday, 10:00 a.m. - 12 noon; Bowling Alleys, Wednesday, 2:00 p.m. - 4:00 p.m.; Glenrose Hospital, Monday, 10:00 a.m. - 12 noon; Baby-sitters, everyday, full day; Curling Clubs, Monday, Wednesday, 10:00 a.m. - 12 noon; Playschools, Monday, Tuesday, Wednesday, Thursday, 10:00 a.m. - 12 noon and 2:00 p.m. - 4:00 p.m.; Separate and Public Schools, everyday, full day; Recreation Program, Wednesday, 10:00 a.m. - 12 noon and 2:00 p.m. - 4:00 p.m.; Library Program, Tuesday, Thursday, 10:00 a.m. - 12 noon and 2:00 p.m. - 4:00 p.m.; Mother's Day Out, Tuesday, 10:00 a.m. - 12 noon; and YWCA/YMCA, Wednesday, 2:00 p.m. - 4:00 p.m.





TABLE VII

SUMMARY OF NUMBER OF FAMILIES, FAMILY SIZE, NUMBER OF CHILDREN, NUMBER OF BABY-SITTING ARRANGEMENTS PER WEEK,  
 RELATION OF BABY-SITTER TO CHILD, NUMBER OF CHILDREN RECEIVING GROUP CARE, SIZE OF GROUP,  
 NUMBER OF SERVICES PUBLICLY SUPPORTED, COST OF CARE PER MONTH,  
 DESIGNATED BY ZONES

	Zones									Total	%
	1	2	3	4	5	6	7	8	9		
Number of Families	97	166	69	55	151	52	158	133	96	977	
Size of Families	56	88	37	28	83	30	79	74	50	525	
Number of Children: 1	7	7	2	1	6	1	3	8	8	43	8.2
2	19	30	13	9	33	18	37	24	17	200	38.1
3	18	38	14	14	22	5	23	28	15	177	33.7
4	5	11	4	2	10	3	12	9	6	62	11.8
5	4	2	3	2	8	0	1	1	3	24	4.6
6	2	0	1	0	4	3	1	2	1	14	2.7
7	1	0	0	0	0	0	2	2	0	5	1.0
Number of Baby-sitting Arrangements Per Week	69	111	61	43	88	29	58	140	87	686	



TABLE VII

SUMMARY OF NUMBER OF FAMILIES, FAMILY SIZE, NUMBER OF CHILDREN, NUMBER OF BABY-SITTING ARRANGEMENTS PER WEEK, RELATION OF BABY-SITTER TO CHILD, NUMBER OF CHILDREN RECEIVING GROUP CARE, SIZE OF GROUP, NUMBER OF SERVICES PUBLICLY SUPPORTED, COST OF CARE PER MONTH, DESIGNATED BY ZONES  
(continued)

	Zones									Total	%
	1	2	3	4	5	6	7	8	9		
Relation of Baby-sitter to child: Relative	8	11	4	12	17	5	9	11	15	92	26.1
Friend	20	26	14	4	22	13	29	26	22	176	49.9
Other	11	18	4	7	10	4	14	13	4	85	24.1
Number of Children Receiving Group Care	11	14	12	8	14	3	13	14	14	103	
Group Size:	3	10	5	2	5	3	1	6	4	39	44.8
3 or less children	2	2	2	0	2	0	4	4	2	18	20.7
between 4 and 5 "	0	0	1	0	1	0	0	0	2	4	4.6
6 and 7 "	1	0	0	0	0	0	0	0	0	1	1.1
8 and 9 "	0	0	0	4	0	0	1	0	0	5	5.7
12 and 13 "	0	1	0	0	4	0	0	0	0	5	5.7
14 and 15 "	0	0	0	0	0	0	0	0	0	5	5.7



TABLE VII

SUMMARY OF NUMBER OF FAMILIES, FAMILY SIZE, NUMBER OF CHILDREN, NUMBER OF BABY-SITTING ARRANGEMENTS PER WEEK, RELATION OF BABY-SITTER TO CHILD, NUMBER OF CHILDREN RECEIVING GROUP CARE, SIZE OF GROUP, NUMBER OF SERVICES PUBLICLY SUPPORTED, COST OF CARE PER MONTH, DESIGNATED BY ZONES (continued)

	Zones									Total	%
	1	2	3	4	5	6	7	8	9		
20 and 21 children	0	2	0	0	2	0	1	0	2	7	8.0
24 and 25 "	0	0	0	0	0	0	1	1	0	3	3.4
26 and 27 "	1	0	0	0	0	0	1	0	3	5	5.7
Number of Care Services Publicly Supported: Yes:	1	1	1	0	1	0	1	3	2	10	4.5
No:	22	46	13	10	30	10	33	26	22	212	95.5
Cost of Care Arrangements Per Month	\$623	\$1046	\$481	\$197	\$560	\$322	\$600	\$1548	\$931	\$6308	
Average Cost Per Family	\$44.50	\$45.48	\$48.10	\$28.10	\$32.94	\$53.66	\$33.34	\$51.60	\$46.55		
Number of Respondents to Cost Question	14	23	10	7	17	6	18	30	20	145	





Table VII summarizes data of more practical use to future child care planners. The horizontal rows show the number of families, number of children, family size, number of baby-sitting arrangements, relation of the baby-sitter to the child, number of children receiving group care, group size, number of care services publicly supported and the cost of care arrangements per month. Respective percentages appear at the end of each row. Edmonton zones are represented with a total of 977 children in the columns.

Table VII: Data from 525 families are represented; 38.1% of the families have 2 children followed by 33.7% who have 3 children. Six hundred eighty-six baby-sitting arrangements are made per week with 49.9% being made with a friend, 26.1% with a relative and 24.0% with an "other". One hundred three children are involved in group care arrangements with the group size of 3 or less composing 44.8% of the group arrangements. Zone 2 had the largest number of children involved in group care arrangements. There were 222 responses to the question "Are care services publicly supported" and of these 4.5% answered "yes" and 95.5% answered "no". Zones 2 and 8 spend the most money on care arrangements per month. The average amount of money spent on care arrangements as tabulated from the 145 mothers who responded to the question is \$43.51 per month.



TABLE VIII

## MOTHERS' COMMENTS ON PRESENT CARE SERVICES IN EDMONTON

Number of Comments	Nature of Comments
181 (87.87%)	<p data-bbox="605 538 1473 570">Indicated need for more services as follows:</p> <ul style="list-style-type: none"> <li data-bbox="605 616 1576 647">- 94 (51.47%) unspecified need for care services</li> <li data-bbox="605 694 1595 725">- 25 (13.80%) government subsidized care services</li> <li data-bbox="605 772 1315 803">- 14 ( 7.80%) quality care services</li> <li data-bbox="605 850 1437 881">- 3 ( 1.65%) care for 1- and 2-year-olds</li> <li data-bbox="605 928 1437 959">- 12 ( 6.63%) care for 3- and 4-year-olds</li> <li data-bbox="605 1006 1199 1037">- 2 ( 1.10%) nursery schools</li> <li data-bbox="605 1084 1060 1115">- 2 ( 1.10%) day care</li> <li data-bbox="605 1161 1142 1193">- 26 (14.40%) kindergarten</li> <li data-bbox="605 1239 1300 1271">- 3 ( 1.65%) after-school program</li> </ul>
8 ( 3.88%)	Indicated it was a mother's role to provide care for her children
6 ( 2.91%)	Indicated they were satisfied with present care facilities
11 ( 5.34%)	Indicated they were content with the services provided by playschools
206 (100%)    Total	



Table VIII, Mothers' Comments on Present Care Services in Edmonton, illustrates the types of comments mothers made with regard to existing care services. On the left of the table the number of mothers indicating the various types of needs are listed. To the right of the table are the kinds of comments made.

Table VIII: One hundred eighty-one mothers made comments pertaining to the need for more care services; 8 indicated it was a mother's role to provide care for her own children; 6 indicated they were satisfied with the present care services; 11 indicated they were content with the services provided by the city playschools and 319 mothers made no comment. Of the total of 206 respondents, 87.8% indicated need for more care services in Edmonton.





## Discussion

The data of this study indicates that the highest incidence of care arrangements per week occurs in zone 8, North City Center. Families in this zone spend the most money per month on care and have the largest number of 1-year-olds. In addition, there is an average family size of three children. In this zone the stated reasons for using child care arrangements are to free the mother for working, to free her to leave the home, and to involve her child with a reliable sitter. With the exception of playschool programs, baby-sitters who are friends are most frequently used. If the child is cared for in a group, the group is usually no larger than three. Zone 8 data illustrates well the findings reported in section 163 of "Women and the Family" (The Royal Commission on the Status of Women in Canada, 1970) which states:

...Sixteen per cent of the children of working mothers are under 3 years. There are almost no facilities now available for this age group (p. 268).

From this study it was found that in zone 2, South West Area, live the largest number of 2-, 3-, and 4-year olds. The average family size in this zone is three children. Here the most prominent personal reasons for mothers using child care arrangements is to free them for getting out of the home for shopping and volunteer work. Mothers mentioned working less frequently. According to mothers, children are involved in arrangements outside the home to enable them to experience school type of programs: a large number of this group attend playschools. Baby-sitters, most frequently friends, are often used. If the child is cared for in a group the group is usually not larger than three. However, there are in this zone some groups as large as 21. A number of



arrangements are made with the YWCA and YMCA as well as with nursery schools, kindergartens, bowling alleys and curling clubs.

The largest number of 5- and 6-year-olds live in zone 7, North East Corner. Mothers, commonly having two children, use care arrangements to free them for getting out of the home and to include their child in a school type of program. Baby-sitters who are friends are less frequently used as care agents. The most common types of arrangements made are respectively playschools, public and separate schools and kindergartens. Eighteen respondents in this zone together spend \$600 on care per month, an average of \$33.34 per family.

The high percentage of mothers (57.5%) who indicated they use care arrangements to free them for getting out of the home for shopping and volunteer work is contrary to the belief that mothers leave home only for economic reasons. In general mothers seem to choose educational programs rather than custodial programs for their children (see Table III). The second largest age group is the 4-year-old (see Table I) for which the number of organized arrangements made in a week was indicated to be 125: day care, nurseries, and nursery schools (see Tables IV and V). Perhaps the limited number of organized programs force mothers to choose other more custodial types of programs. A noticeable number of mothers in all zones use care arrangements in recreational areas, specifically bowling alleys and curling clubs. Time gaps during which fewer care arrangements are possible exist from 8:00 a.m. to 10:00 a.m. and 4:00 p.m. to 6:00 p.m. (see Table V). Mothers indicated 95.5% of all care facilities used are not publicly subsidized.

The playschool sampling bias is perhaps responsible for some of the salient results which indicate that playschool is the most common



care arrangement made. The group most commonly represented in the study is the 5-year-old. The high percentage of mothers (57.5%) who indicate they use care arrangements to free themselves for getting out of the home as well as the high percentage of mothers (44.1%) who indicated they use care arrangements to involve their child in a school type of program may be partially explained by the number of playschool mothers who answered the questionnaire rather than questioning five other mothers in their neighbourhood as requested.

Excluding the most common arrangement--playschools--and the most common age group--5-year-olds--this study reveals that the most prevalent child care arrangement in Edmonton consists of a 4-year-old from zone 2, South West Area, being cared for by a baby-sitter who is a friend. His care costs the family an average of \$43.51 per month. The mother uses this care arrangement to free her for shopping and volunteer work. The response indicates that she would prefer to involve him in an educational program but because of the limited number of such programs for 4-year-olds she must use a custodial arrangement. When asked, this child's mother states there is a need for care arrangements for preschool children in Edmonton.





## CHAPTER VI

### CONCLUSIONS, IMPLICATIONS and SUGGESTIONS for FURTHER RESEARCH

It is impossible to speak of action except insofar as it may be governed by a previous contemplation.

(y Gasset, 1968, p. 187)

The purpose of this study has been to examine child arrangements in order to assess what care arrangements exist and why present programs are required. On the basis of the data analysis a number of conclusions have been formulated.

1. Mothers' reasons for using care arrangements are primarily personal rather than economic.
2. Mothers choose educational programs for their pre-school youngsters before they choose custodial arrangements.
3. The most common arrangements made for children were playschools, baby-sitting, and Public and Separate Schools.
4. The times of the day during which child care arrangements are not easily made extend from 8:00 a.m. - 10:00 a.m., 12 noon - 2:00 p.m. and from 4:00 p.m. - 6:00 p.m.
5. Mothers throughout the city are using care arrangements in recreational settings such as bowling alleys and curling rinks.
6. The returns in zone 6, North East Area, and zone 4, Center South City Area, were limited. Hence the conclusions reached in this study may not reflect the views of the mothers of these zones.
7. There is an average of two children per family.
8. The average cost per month for child care is \$43.51.
9. 4.5% of the facilities are subsidized by public funds.
10. The number of playschool arrangements made for children is large which may be a reflection of the sample used--largely middle-class mothers who do not work.



The study gives evidence of a new trend in child care in Canada. Contrary to common belief personal rather than economic needs are the most frequent reason for mothers seeking care arrangements. Mothers want supplementary care arrangements for their children which extend and compliment early life experiences. Although the personal reasons given by working and nonworking mothers differ they both prefer educational rather than custodial arrangements for their children. The review of literature indicates little attention has been given to the needs of mothers or to the quality of child care available to them. Further, it has yet to be realized that care programs are for everybody not merely for the poor or suffering families. Child care is not only a concern of the departments of health and welfare or social services but of education departments as well.

Perhaps now that we are more aware of where preschool children are spending their time when they are not with their mothers it may be possible to formulate plans for further program development and research.

According to Table III mothers want educational rather than custodial settings for their preschool children. Mothers are voluntarily relinquishing child care to people who are capable of fulfilling their child's need to learn (Table III). Despite the desire for a school type of program there are a large number of baby-sitting arrangements made on a full-day basis during the week. Before assuming that baby-sitting is in fact custodial it is necessary that an investigation be made to determine whether this is so. Baby-sitters may indeed offer educational programs. Day care centers, nurseries and nursery school arrangements constitute 4.4% of all arrangements made per week for



youngsters under 5 years of age. Again, referring to Tables I and IV, there appears to be a need for more formally constituted programs than baby-sitting as it is conventionally conceived.

The data indicates that a high percentage of mothers (57.5%) express the desire to use care arrangements to free themselves from the home (see Table II). But only two mothers of the total of 525 participating in the study indicated that they use a Mother's Day Out program. This evidence, supported by comments made by mothers who desire more organized care programs than those available on an occasional basis, suggests the need for further development and better visibility of such programs. Various library and recreational programs may have the flexibility to fulfill this unmet need.

It has become apparent that there are time periods during the day when organized school programs and care arrangements are not available. Since mothers specified that some programs during these times are called for, further study is needed here.

A comparison of these findings with the data from the Department of Labor (1958) study makes it evident that there is an increasing number of mothers who use facilities in recreation areas, such as bowling alleys and curling clubs, to care for their children. Further investigations examining the size and nature of these programs seem needed.

The Canadian Welfare Council's National Study of Day Care Services in Canada, Report of Preliminary Findings (June 1971, p. 4) cites the fact that only 2% of all child care arrangements in Canada are publicly sponsored: this study has found that 4.5% of Edmonton programs are publicly subsidized. Why is there a failure to publicly





support the development of the child prior to his entry into the public and private school systems? Substantial funds for child care services are needed. Public financial aid could be provided in a number of ways; for example, by making available special grants for training personnel and continuing staff education, public supported consultation services, grants for the equipping of centers, low interest loans, tax benefits, special insurance arrangements, food grants, central kitchen facilities serving a number of centers and sponsoring preschool recreation programs and mother's day out programs.

Since so few mothers of zone 6, North East Area, responded the results of this study may not reflect conditions in this area. It would be important to ask the mothers why they did not respond. An examination of the particular child care needs of these mothers is necessary.

All the findings seem to suggest that there are a number of families in Edmonton who place their children in an educational program at their own expense both so that the children can receive the benefits of an educational setting and in order that mothers can move about more freely. Because such a large number of private arrangements are being made, a study of the nature of these settings could be an important means of stimulating further thought in the area of privately financed educational child care, for whereas those programs receiving public funding are open to the public view, scrutiny, re-evaluation and growth, private arrangements are not always open to the same kind or re-evaluation.

Further research, examining how children are cared for in the arrangements specified in this study, is necessary before we can begin to set forth guidelines qualifying the lives of young children.



Certainly mothers who express a desire for care arrangements to promote the welfare of young children could be used as a future resource group to implement the findings of this and ensuing investigations.



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## APPENDICES



## APPENDIX A

- i The First Telephone Format
- ii The Second Telephone Format



i TELEPHONE FORMAT #1

Hello Mrs. :

I am Freida Hjartarson. The leader of the playschools for the City of Edmonton gave me your name, address, and telephone number in hopes that you would help us with a study on available child care facilities in Edmonton we are presently working on. You, as a member of the executive of playschools can best help us because you are interested in young children and because the executive of the City playschools is a representative sample of all the various areas of Edmonton.

We wish to provide Edmonton families with a catalogue of all existing child care facilities so that parents can select programs best for their children. In order to make up this list we need to know what facilities are presently being used by Edmonton families.

Mrs. , I would like to send you five copies of our questionnaire for you to ask five of your neighbours to help you fill out over coffee or over a telephone chat. No one need put their name on the questionnaire and all information will be stored in a computer and kept confidential. This information is important for planning and developing various kinds of child care facilities. It will also help inform federal and provincial governments about the existing needs and help them plan for the future.

I have enclosed a self-addressed, postage paid envelope for returning the questionnaires. The sooner you can return the





questionnaires to me the quicker we will be able to assess the present existing arrangements.

I do appreciate your co-operation, Mrs. .



ii TELEPHONE FORMAT #2

Hello Mrs.

This is Freida Hjartarson phoning about the child care questionnaires that were mailed to you. Would it be possible for you to return them to me as soon as possible?



## APPENDIX B

### The Cover Letter





February 3rd, 1971

Here are the five questionnaires I spoke to you about on the telephone. Would you ask five of your neighbours or friends to help you complete the questionnaires by telephone, over coffee, etc.

I have enclosed a self-addressed postage paid envelope for returning the questionnaires to me. Please try to return the questionnaires as soon as possible.

Thank you for your help.

Freida Hjartarson,  
Edmonton Child Care Study

FH:lm1



## APPENDIX C

- i The Questionnaire
- ii The Commentary on How the Questionnaire was Answered



## i QUESTIONNAIRE



# Child Care In Edmonton







We wish to provide Edmonton families with a catalogue of all existing child care facilities so parents can select the best programs for their children. In order to make up this list, we need to know what facilities are presently being used by Edmonton families. We need your help because you are the mother of an Edmonton family who has a pre-school child and because you may place that child in different settings during the week.

What contacts other than you does the child have during the days Monday to Friday, 8:00 a. m. to 6:00 p. m.? We are not concerned about where you place your child on Saturdays or Sundays or during the evening when he or she may be sleeping.

You needn't put your name on the questionnaire and all information you supply will be stored in a computer and kept confidential. This information is important for planning and developing various kinds of child care facilities. It will also help inform the federal and provincial governments of your existing needs and help them plan for the future.

Thank you for helping.



It is not necessary to use your own name

Home Address \_\_\_\_\_,

(Give just street number or name and name or number  
of the closest cross-street, for example, 125th St  
& 118th Avenue).



Number of children in the family    ☐    ☐    ☐    ☐    ☐    ☐    ☐    or more  
   1    2           3           4           5    6    7

Number of children between the ages of 0 - 7 years

☐    ☐    ☐    ☐    ☐    ☐  
                                 1    2           3           4           5    6

What are the ages of the children between 0 - 7 years.

- |           |           |           |
|-----------|-----------|-----------|
| 1. _____, | 4. _____, | 7. _____. |
| 2. _____, | 5. _____, |           |
| 3. _____, | 6. _____, |           |





Here is a list of the many kinds of child care facilities available to Edmonton mothers.

Day Care Centers,	Nursery Schools,	Baby sitters,
Kintergartens,	Country Clubs,	Curling Clubs,
Nurseries,	Bowling Alley,	Play Schools,
Readiness Center,	Glenrose Hospital.	

Do you know of other child care or babysitting services in Edmonton?  
Please list them below.

	Name of Facility	Address
1.	_____	_____
2.	_____	_____



Please fill in the accompanying chart listing the childcare or babysitting services and their addresses. If you have more than one preschool child fill in the appropriate number of squares. The chart covers the days Monday to Friday and the time is from 8:00 a. m. to 6:00 p. m. If for example, your child attends a play school on Mondays and Wednesdays between 9:00 and 11:30 a. m. mark this time on the chart listing the name or address of the play school. If your child is with a sitter on Friday afternoons put the words with sitter and give the address (you needn't give the address precisely, the general location of the cross streets closest to the sitter would be adequate.)

		1 yr. old	2	3	4	5	6			1 yr. old	2	3	4	5	6
AM								PM							
Monday	8:00							12:00 - 2:00							
	10:00							2:00 - 4:00							
	12:00							4:00 - 6:00							
Tuesday	8:00							12:00 - 2:00							
	10:00							2:00 - 4:00							
	12:00							4:00 - 6:00							
Wednesday	8:00							12:00 - 2:00							
	10:00							2:00 - 4:00							
	12:00							4:00 - 6:00							
Thursday	8:00							12:00 - 2:00							
	10:00							2:00 - 4:00							
	12:00							4:00 - 6:00							
Friday	8:00							12:00 - 2:00							
	10:00							2:00 - 4:00							
	12:00							4:00 - 6:00							



- If you have a sitter, what is the relationship of this person to your child? (Please check the appropriate space).

relative ( )

friend ( )

other ( )

- Are there other children being cared for too? Yes \_\_\_\_\_, No \_\_\_\_\_.
- If yes how many children in the group \_\_\_\_\_. Is the day care service supported by public funds? \_\_\_\_\_. Yes, \_\_\_\_\_ No.

What is the approximate cost for this service in money or time?  
(Answer one)

per week \_\_\_\_\_,

per day \_\_\_\_\_,

per month \_\_\_\_\_.

What would you say were the primary reasons for your using childcare or babysitting services? (Please check the appropriate places).

1. To free you for:
  - a) getting out of the home, for shopping, or volunteer work, ( )
  - b) returning to school, ( )
  - c) working ( )
2. To involve your child:
  - a) with a reliable sitter, ( )
  - b) in an organized child care program ( )
  - c) in a school-type program ( )
  - d) in special care programs for children with special needs - such as the Glenrose Hospital ( )
  - e) other. \_\_\_\_\_

Are there any comments you might wish to make about the existing child-care services offered in Edmonton.

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## ii THE COMMENTARY ON HOW THE QUESTIONNAIRE WAS ANSWERED

The first portion of the questionnaire asking for the approximate home address, number of children in the family, the number of children between the ages of 0 - 7 years and their specific ages was well answered by mothers. Mothers made additions to the list of child care facilities. The completed list appears in the findings of Chapter V.

The chart was not always completed in full. The approximate address of the listed facility was often omitted and there were a few mothers who did not attempt to fill in the chart, although they completed the rest of the questionnaire. If the chart was made larger more space would be available in the respective cells for listing addresses.

The first question appearing after the chart was not always correctly interpreted by mothers. This became obvious when comments appeared in the margin stating that a friend was used occasionally in the evening to care for the child. The question would have been better stated as: If you have a baby-sitter to care for your child during the day what is the relationship of this person to your child?

relative \_\_\_\_\_

friend \_\_\_\_\_

other \_\_\_\_\_

Although the following question appeared to be answered as intended it could be more specifically asked: Are there other children being cared for by the same baby-sitter?

Yes \_\_\_\_\_ No \_\_\_\_\_





Mothers answered the questions pertaining to size of group and public support when appropriate.

Mothers did not always list the approximate cost of the care service. Perhaps they would have been more responsive if the question had appeared as: What is the approximate cost for this service in money or time?

	dollars		hours
per day	_____	per day	_____
per week	_____	per week	_____
per month	_____	per month	_____

The question asking, "What would you say were the primary reasons for using child care or baby-sitting services?" was well answered. Some mothers chose more than two reasons.











**B29992**